



High aspirations - Valuing learning – Achievement for all

Safeguarding in the Curriculum

Pupil safeguarding and the promotion of fundamental British Values are of primary importance at Haywood Village Academy. The school is fully aware of the need to support children across a range of safeguarding matters, as well as support issues specifically related to the local context. Importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare. It equips every child with the knowledge and skills required for personal safeguarding. Our PHSE curriculum covers all areas of Safeguarding through each of the strands (within the Jigsaw scheme of work) to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or within a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. There are many opportunities throughout our Learning in school to explore safeguarding issues.

We have developed an open and safe learning environment in which pupils express their views, seek help and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours. Opportunities are taken by Class teachers to share ideas, addressing concerns and promoting important values, more often through PHSE lessons. Assembly time and Team Talk are used to promote personal safeguarding matters and explore themes. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples. Throughout the curriculum there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through story choices within the school's reading spine.

Time is taken at the beginning of every new school year to reaffirm school values and expectations for learning at Haywood Village Academy. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

Appendix 1: Curriculum safeguarding opportunities

Relationships & Sex Education:

- Jigsaw PHSE scheme
- 'Changing Me' Jigsaw unit
- Science curriculum (biology)
- NSPCC resources 'Pants' with Year 1
- Teaching team, inc Family Support Worker discussing 1:1 support with specific families

Mental Health & wellbeing:

- Team Talk assemblies
- Jigsaw PHSE lessons
- Nurture groups for specific children
- Forest school
- Worry boxes
- End of day stories to support opportunities to discuss

Physical health

- PE curriculum (RealPE & Specialist)
- Science curriculum (biology)
- Visitors to the school from School Nursing team.
- High profile of sport in school (Sports Day, Sport relief, support for staff led sport events e.g. marathon runner)
- Extracurricular clubs
- Playtimes and lunch time play, including support from Play leader.

Outside school safety:

- Swimming lessons for children Year 1 and above.
- Assemblies on e-safety, railway safety, large goods vehicle road safety, general pedestrian road safety, water safety (signage), strange danger.
- Forest school

In school safety:

- Clear messages supporting safe use of equipment and movement around school.
- Knowing all new and existing staff.
- Visitor awareness on lanyards.
- Systems in place to ensure safe support safe play and this is reinforced with children.

Online safety:

- Technologists curriculum featuring regular e-safety opportunities.
- E-safety assembly and focus days
- Support for parents through workshops and resources.

Anti-Bullying:

- Clear messages to children what to do if you're worried and who can help
- Policy enacted by staff and consequences and support shared with children and parents.

Domestic violence:

- Clear messages by all staff on behaviour thorough policy.
- Developing aspiration supported through enrichment, including visitors.

Female genital mutilation:

- We focus on how to create healthy relationships, rights as a child, what to do if you're worried and who can help.
- We also teach how to keep safe physically and emotionally.
- Children are taught about privacy and which parts of their body are private as part of PHSE and specific NSPCC resources.

Drugs and alcohol:

- Science curriculum (biology)
- PE curriculum
- Specific visitor sessions where appropriate e.g. dentist and doctor visits

Radicalism & Extremism:

- Assemblies support tolerance for others through stories from other cultures and religions.
- Specific promotion of celebrating differences through story e.g. *Abracazebra*.
- Behaviours policy enacted by all staff, with children

Homophobic & Transphobic abuse:

- The concept of difference is covered in all areas of PSHE but is more specific through celebrating differences
- Clear messages by all staff on behaviour thorough policy.
- Inclusive culture with widespread use of images to support and promote the protected characteristics in society.

Children missing in Education:

- High profile on attendance in school
- Regular assembly messages on importance of education to support life.
- High profile of *Great Learners*.
- Culture in school promotes enthusiasm to attend through curriculum enjoyment and success.

The school has three trained **Thrive** practitioners, with one member of staff supporting specific children and or groups of children. **Transforming Lives for Good** is a trained volunteer programme to supports specific children. The school currently has 7 volunteers.